E. H. COLE

College News

Vol. 10. No. 24 WELLESLEY, MASS., WEDNESDAY, APRIL 19, 1911 Price 5 Cents

KATHARINE BINGHAM, 1912.
President of Student Government for 1911-12.

Student Government Elections.

The Student Government officers for the year 1911-12, elected on April 11 and 13, are as follows:

PRESIDENT: Katharine Bingham, 1912.
VICE-PRESIDENT: Helen Cross, 1912.
SECRETARY: Mary Humphrey, 1913.
TREASURER: Clara Hart, 1913.
JOINT COMMITTEE: Dorothy Summy, 1912, Josephine Bryant, 1913.

Mrs. Black's Reading of "The Master Builder."

The last of the recitals, given by the Department of Elocution, took place on Monday evening, April 10, in College Hall Chapel, when Mrs. E. Charlton Black read Ibsen's "The Master Builder." Mrs. Black rendered the play with fine dramatic force, and yet with telling reserve and simplicity. The great flexibility and range of her voice made the transition from character to character unusually easy and convincing. Yet perhaps the most interesting thing about Mrs. Black's rendition of the play was the highly imaginative and spiritualized interpretation, which, through her long study of the drama, she was able to give it.

Mr. Solness, as the symbol of genius; Hilda, typifying the creative power of Solness' youth; Mrs. Solness, who showed the tragedy of the soul who keeps another soul from climbing to its heights—these and the other characters of the play, Mrs. Black interpretated with vigor and clearness in her reading even more than in her explanation of the text.

Student Government Meeting.

At a meeting of the Student Government Association, on Friday, April 14, at 7.30 o'clock, Dorothy Applegate spoke of tentative plans for the new students' building. The plans are not in any way decided upon nor has an estimate of the probable cost been secured, but Miss Applegate described them minutely. The central part of the entire building is to be devoted to a large auditorium, with a stage, a cloak-room, and adequate seating capacity. Below this is to be the large ballroom, where all dances will be held, and where portable tables, etc., can change it into a banqueting hall when occasion requires. Around these are to be the kitchens, offices, and the various language club offices.

Miss Sawyer then spoke of the new plans of using all the exits in College Hall fire drills, and asked for the co-operation of everyone to make them even more rapid and orderly than at present.

With a short plea for chapel attendance and quiet during the services, particularly those of the evening, the meeting adjourned.

Lecture by Professor McDougall.

On the afternoon of Friday, April 14, in Room 321 of College Hall, Professor MacDougall lectured before the Philosophy Club on "The Appreciation of Music." The personal quality of the lecture gave it great interest; in Professor MacDougall's own words, the lecture was an account of his "own experience in appreciating music."

Professor MacDougall first described his experience negatively. True appreciation of music, he said, does not come from mere sense-impressions of loudness, rythm, contrasts in tone, nor does it come from the understanding alone. Although these factors may contribute to an appreciation of music, the active and significant part of the appreciation is the appreciation of the music itself by the individual; the sudden passing over of the music for the individual, from the objective into the subjective.

True appreciation is usually a thing of slow growth; the "catchy" pieces of music which attract one at first hearing soonest lose their effect. But when the moment of appreciation comes it is as a sudden flash, a glow of warmth, which is the consciousness of the change of relationship between the individual and the music. This moment of appreciation may not come at the first, second, third, or even tenth, hearing of a certain piece of music, but the sub-conscious brooding, (if this term may be used), or gestation of the mind during this time at last correlates the four sources of the music's beauty, its rythm, harmony, melody and color, and when this correlation is complete, the appreciation of the music has come.

MARY HUMPHREY, 1913,
Secretary of Student Government for 1911-12.

FRESHMAN BARNSWALLOWS.

There are many delightful Alices in college, but none quite so charming as the one the Freshmen gave their party for, last Saturday night at the Barn. "And the reason of that"—blessings on you, Duchess!]—is, that this particular Alice can carry that subtle and vastly entertaining thing, her environment, around with her. Why, the minute you got inside the Barn door last Saturday night, you knew you were in Wonderland, for presto! before you could wink you had become a playing-card, and were gazing with mazed eyes at a fearful and wonderful caterpillar, or were trying to pinch the Dormouse awake, to make him finish his story. Then to have two Alices at once "before and after eating -," a mad March Hare who was so extremely mad, a Duchess, who sneezed so realistically, and all the rest of the rollicking, frolicking troop—we thank you for a very good time, and a whole hatful of laughs, 1914!

College News.

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All subscriptions should be sent to Miss Helen Goodwin.
All advertising correspondence should be addressed to Miss B. M. Beckford, Wellesley.

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PHI BETA KAPPA ELECTIONS.

The following is a list of the members elected to Phi Beta Kappa at the annual meeting, April 13:

From the faculty, Miss Marcha Conant, Ph.D., of the class of 1890.

1911.

Mildred Brooks	Isabel Noyes
Ruth S. Hatch	Marie Rahr
Evelyn Ingalls	Matilda Remsen
Hazel Knowlton	Mary F. Shaw
Ruth Low	Jeannette Smith
Madeleine Marshall	Sara Tupper
Ruth Mulligan	

1912.

Edith D. Allyn	Sarah D. Caswell
Florence Webster	Katherine Pardee
Martha Charles	

LECTURE BY DR. G. M. ALLEN.

Dr. G. M. Allen, of the Boston Society of Natural History, spoke at the one hundred and sixteenth meeting of the Science Club, held in the Geology Lecture Room, Tuesday, April 11th, at 7.30 P.M., on the "Natural History of British East Africa." Dr. Allen, whose trip was taken for the purpose of collecting specimens for the museum at Cambridge, traced the route taken by his party, dwelling on the unusual and interesting features of the journey, and illustrating these with original photographs. The general geographical features of the land were touched upon, and certain of the plants peculiar to the region. The habits of certain of the animal creatures, such as the elephant, the crocodile, the white ant, the antelope, which, like the camel, may be domesticated as a beast of burden; the maribou stork, whose tail feathers furnish us with our real maribou, and the vulture, were given as Dr. Allen had observed them. Of special interest were the photographs showing the physical differences of the tribes, with their artificial distinctions, such as slitting the ears or sawing the teeth into peculiar shapes. In speaking of tribal development, Dr. Allen mentioned the highly-regulated social distinctions, as shown by the placing of the tents in camp; the Similis, or "chosen people," the first in superiority, set up their tent as near that of the "whites" as propriety would allow, and the other tribes arranged theirs at distances corresponding to their "rank."

Dr. Allen made his lecture particularly interesting to the members of the Science Club and those students of advanced science courses, who were able to attend, because of the excellence and uniqueness of his photographs and his entertaining personal observations on the incidents of his journey.

ECONOMICS LECTURE.

Tuesday evening, April 11, the students of Economics 7 met in Room 221, College Hall, to listen to a discussion of two aspects of social economics: (1) "Training for Social Work;" (2) "Opportunities for Social Work."

The first subject, as presented by Miss Higgins, was an earnest plea for the realization that in social service "good intentions" no longer compensate for the lack of adequate training. She emphasized the importance of training schools for social workers, and described their methods of work. Valuable training is also given in the opportunity for work offered by the many civic organizations. Such training, she said, is not only essential for practical work, but is absolutely necessary as a background for all intelligent research work. After touching upon the natural characteristics which especially qualify a young woman for social work, she stressed, in closing, the ever-widening scope of social service and the importance of the individual worker.

Dr. Brackett then took up the subject of "Opportunities for Social Work." This, he said, is an age of great changes, and, therefore, an age which holds out to us a wonderful opportunity for social service. The spread of the true democratic ideal, the growing sense of brotherhood, the dominance of the scientific spirit, and the application of that spirit and method to the calling of the social worker—all these open the way to splendid service and splendid achievement. The openings for such work are many, both for the volunteer and for the paid worker, i. e., settlement houses, neighborhood work, civic associations, school visitors, trained nurses, probation officers, or the work of social and charity organizations. The field of social service, he said, offers us the opportunity to take our part in the great beginnings of a new era.

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COLLEGE CALENDAR.

Thursday, April 20, 1911, at 7.30 P.M., in College Hall Chapel, the weekly meeting of the Christian Association.

Friday, April 21, 1911, at 7.30 P.M., in College Hall Chapel, a meeting of the Student Government Association.

Saturday, April 22, 1911, at 7.30 P.M., in the Barn, the Agora open meeting.

Sunday, April 23, 1911, at 11.00 A.M., service in Houghton Memorial Chapel. Sermon by President Ozora S. Davis of the Chicago Theological Seminary.

At 7.00 P.M., in Houghton Memorial Chapel, vespers, with special music, and the observance of the Bible Tercentenary; reading by Professor Bennett.

Monday, April 24, 1911, at 7.30 P.M., in the Barn, a play, given by the Deutscher Verein.

COLLEGE NOTES.

On Tuesday, April 18, 1911, Miss Phelps Stokes and Miss Sanford, representatives of the International Collegiate Socialist Society, spoke to the Social Study Circle, at the Tau Zeta Epsilon House

The Department of Hygiene and Physical Education announces the appointment of Miss Ethel Slack to a large Social Center position in Elmira, N. Y.

Friends and former students of Miss Sérafon will rejoice in her success. She has been promoted to rank of full professor of French, with charge of the department as head, in the Milwaukee-Downer College, Milwaukee, Wisconsin.

On Friday evening, April 7, Mrs. Richard Cabot, a member of the Massachusetts State Board of Education, addressed the Education Club on "Character-building in the Public Schools."

Fellowships in Social Investigation and Scholarships, School of Civics and Philanthropy, Chicago.

Ten fellowships in Social Investigation, carrying $350 and free tuition, are offered by the Chicago School of Civics and Philanthropy. Application must be made by May first.

The school also offers scholarships, covering tuition, ten for the regular winter session and two for the summer session, (June 26 to July 28).

The school address is 31 West Lake Street, Chicago.

A bulletin, giving further information, is posted on the Current Economics Interests board, at the west end of the second-floor corridor.

A Wellesley Fellowship in Economic Research is offered by the Boston Woman's Educational and Industrial Union. It contemplates work for two years, part academic work for a second degree, part practical investigation. It carries $500 for one year, or $300 for each of two. Candidates must be approved by the Department of Economics. Leaflets, giving fuller information, may be found in the Economics office, and Miss Balch will be most happy to be consulted.

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Summer Course in Constructive Social Work.

The New York School of Philanthropy announces a summer course, June 19 to July 28, in Constructive Social Work, with special reference to the relief of distress in families. The course is open only to those who have been paid workers in social work for one year, or volunteer workers for two years.

The regular courses of the school, beginning September 27, are, however, open to beginners.

The program of the summer session will be found posted on the Current Economics Interests bulletin, by the second-floor west-end elevator.

For further information, apply to New York School of Philanthropy, 105 East 22nd Street, New York.

NOTICE.

The Silver Bay Committee would gladly receive individual contributions, however small, for the Silver Bay Fund.—Marguerite Staats (chairman), 10 Fiske.

LOST.

Presumably last June, a copy of Holroya's "Michael Angelo," bound in red cloth, no name inside. Any information as to its present whereabouts would be most gratefully received by its owner, Isadore Douglas, 411 South Center Street, Philipsburg, Pa.

AT THE THEATERS.

BOSTON: Chauncey Olcott in "Barry of Ballymore."
COLONIAL: Frank Daniels in "The Girl in the Train."
HOLLIS: Ethel Barrymore in "Alice Sit-by-the-Fire" and "The Twelve-pound Look."
TREMONT: Richard Carle in "Jumping Jupiter."
SHUBERT: DeWolf Hopper in "A Matinee Idol."
MAJESTIC: "The Prince of Pilsen."
PARK: "The Commuters."
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LECTURE BY MRS. DAVIDSON.

On Wednesday, April 12, the classes in English Composition 6, had the pleasure of hearing a lecture by Mrs. Davidson, on "The Methods of Novelists." Mrs. Davidson is a critic of great ability and keen insight, well-known to Wellesley students through her text-book, "A Guide to the Study of Romola." Her editions of "Silas Marner," "Ivanhoe," and the historical dramas of Shakespeare, are of peculiar value for intensive study.

Mrs. Davidson began her lecture by defining the place of criticism in creative work, and especially in the creation of fiction, in our own time, and then of ninety years ago, when the four great novelists of the Victorian age whom she especially considered, Balzac, Thackeray, Dickens and George Eliot, were beginning either their lives or their careers.

Criticism is now so universal and scientific a "means for climbing," that it is difficult to realize that a century ago there was no such aid for the creation of fiction. Yet this realization is of peculiar significance to us, if we would appreciate the true greatness and genius of the novelists of the Victorian age. Further, it is very desirable that we do appreciate the true significance of the Victorian age, for the literary world is now experiencing a remarkable return to Victorian methods.

This return, which began with the publication of Mr. De Morgan's novel, "Joseph Vance," met with much opposition and ill-will. Critics declared that we had had enough of the Victorian age, that we did not want any more of it—but the methods persisted, and novels of six hundred or more pages, distinctly Victorian in technique, kept appearing. The movement was inevitable, caused as it was by the excesses of the previous literary generation, who had lost individuality and personality in fiction, their process of eliminating all antecedent material, biographical matter and all which goes to make literature not merely "queer" or entertaining, but a real, vital representation of life. The lives pictured in novels have become abnormal, unreal; it is hard to find a modern novel in which the characters can get out of the book, as Colonel Newcome, for instance, can. Literary people have at last realized this tendency to lose personality as personality in modern novels, and so the inevitable reaction to the long, excessively detailed, Victorian type of novel has come. So far this movement has shown itself chiefly in mannerisms, as the return to the biographical or autobiographical point of view, in Mr. De Morgan's long novels, or Mr. Galsworthy's "Dickens' trick" of giving each character in his novel a personal peculiarity, and in setting the tendency to return to the little provincial towns as in "Marie-Claire." But in order that this movement be of real worth and significance, there must be a deeper return—a return to the principles and fundamentals of Victorian literature, rather than to its form. On account of the great complexity of our modern life, if we are to seize only upon the form of the Victorian novel, we cannot avoid the very long novel—and even so, they will not be real representations of the spirit of our varied, wide, yet closely-knit life. There must be detail in our fiction, but it must be organized to reflect adequately and significantly the pressure of our new life. As the business man organizes world-wide interests into a single letter, phrase, or act, so the modern novelist must show the pressure of our modern life upon individuals, as Mrs. Wharton did for one phase of it in her "House of Mirth."

In all these modern tendencies and strivings, Balzac's name is of prime importance, because it is he, through his own work and through his influence on his great followers, Dickens, Thackeray, and George Eliot, who gave its form to the novel. According to Brunetiere, the great French evolutionary critic, the novel had no independent form, but was bound by the application to it of the laws of the drama and by its supposed origin from the epic, until Balzac began in 1819 his work of forming a conception of the novel which has dominated the entire world from his time to ours. In this forging of an ideal which has mastered the thinking of men, Brunetière compares Balzac in literature to Pasteur and Darwin in science.

It is a proof of the supremacy of Balzac, that he was in and of his time, that he wrote of life, not as he conceived or imagined it, but as he saw and felt it to be. His novels are actual, reliable, documentary evidence of great historical significance for the recreation of his age. Through the great influence which Scott had upon him, he discovered the principle of applying to the common, every-day experiences of his own time the accurate, scientific methods of the historical novel. In applying these principles, Balzac followed certain well-defined methods. He gave dignity to details of common life; he referred actions to social causes; he gave geography to fiction; he established the fact that description must have a raison d'etre in narrative itself, and he made fiction objective. The effects of Balzac's work were so great and far-reaching, that we almost take them for granted. When we discover that we can make a plan of the "House of Seven Gables," that George Eliot considered the milieu of her characters as important as the characters themselves, that the greatest novelists have the faculty of getting entirely out of themselves into the characters, we do not look upon it as a marvel. Yet the great principles which Balzac formed are the principles which have made the greatness of the novel as a real transcript of life, and which must still make the value and significance of fiction.

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PROFESSOR JAMES H. ROPES' LECTURE.

On Tuesday evening, April 11, in College Hall Chapel, Professor James H. Ropes of Harvard University lectured on "The Character and Purpose of the Gospel of Mark."

The Gospel of Mark, important from a literary point of view, of great significance as the basis of Matthew and Luke, and as the only source of a connected account of the life of Christ, is, said Professor Ropes, the problem of the day among Bible scholars. The first phase of this important problem is an historical one. If Mark is of such peculiar value as a source for the other synoptic gospels, what then, scholars ask, are its own sources? Eusebius, quoted by Papias, writing in the first half of the second century, says "Mark's knowledge he had from memory of the preaching of Peter." This statement, though not conclusive, at least shows an early belief in an excellent apostolic source. Yet only internal evidence can be at all satisfactory, and such evidence, with no opportunity for external corroboration, is, in this case, unusually difficult and inconclusive. There are two old theories of Mark's sources based on this internal evidence, which are simple if not satisfactory. The first concludes that Mark had no written source, that it is not a mosaic of earlier writings, but that it was built up from memory and oral tradition. The other view holds that the gospel rests on an earlier book, a "primitive Mark." This view was formed expressly to explain the insignificant cases where Matthew and Luke, together, agree against Mark. Inasmuch as all these cases may be explained in other ways, the view is hardly justified.

Of greatest prominence among recent theories is that of Wilhelm. In his "Commentary on Mark," published eight years ago, he advances the theory that Mark has been rewritten. For proof, he points to the two answers of Jesus to the disciples' obscure question in the fourth chapter, and to accounts of the passion. But Wilhelm is chiefly interested in the language of Mark. Scholars have always held that, on account of its vividness, idiom, and so on, the original language of Mark must have been Greek, in which we find it to-day. Wilhelm denies this assumption, points out its numerous traces of Aramaic influence, and says that Aramaic is the gospel's original language. If that is so, Mark was written in Palestine, and we are carried one stage nearer to the actual, living tradition. The conclusion of this phase of the subject must be, for the present at least, that there is not enough internal evidence for the satisfactory analysis of Mark into its sources.

So much for the theories; we ought to be more occupied with the whole than with details. This consideration brings us to the second phase of our problem, the purpose of Mark. The book is written from a theological point of view. This is not merely of ontological importance, but of great significance in enabling us to get at what the writer intended to tell us.

The older theory that Mark is a vivid, artless historical document, giving a real reflection of the times, and a comprehensive picture of Christ's life, may be accepted, but it cannot be a stopping-place for investigation. Why was this particular choice arrangement and emphasis of material made? Bacon answers this question by supposing the whole book to be an explanation of the ritual doctrine and practice of the church. He believes the author to have been a disciple of Paul, and to have had a close connection with the early church. In spite of Bacon's complete and attractive detail, adduced for the support of this view, it is difficult to believe that the gospel of Mark was merely a justification of the early church. The problem, then, resolves itself into one concerning the relation between the gospel and the early ideas of the church; and, in order to consider this aspect, it is necessary to know the cardinal ideas of the primitive church.

They were: (1) A belief in the Messiahship of Jesus; (2) a belief in the resurrection, ascension and future coming of Christ; (3) a doctrine of salvation through Christ's death; (4) a confidence that Jesus came in fulfilment of prophecy, and (5) a rejection of all other forms of religion, even the Jewish one, for Christianity. These ideas grew up through faith in Jesus, not through an enlarging of His teaching.

In turning to Mark, and considering the most marked lines of development in the gospel, we see that the point of view is that of primitive Christianity.

The first distinct line of development is a narrative of the public career of Jesus as teacher, healer and proclaimer of the kingdom of God. No system of thought is given, but emphasis is laid on the manner, the authority of Christ's teaching. Here the fundamental purpose is to describe the course of the public career of Jesus with an especially full account of the tragic climax.

In the second place, the writer is interested in tracing the development of the opposition. He shows, with great care and emphasis, the causes and results of the opposition, which led to the Jews' rejection of the Messiah, His death, and the offering of His

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Professor James H. Ropes' Lecture—Continued.

religion to the Gentiles. These were points of cardinal importance and interest to the early church.

Finally, emphasis is laid on the choice of the apostles, their private teaching and guidance. Clearly, provision is here made for the existence of a church. And in the account of this training, two points are especially made. The slow overcoming of the blindness of the apostles is brought out in clear-cut fashion. Their blindness is often reproved, often brought into relief. It is evident that it is the writer's purpose here to explain the great contrast which he has observed between the type of thought about the deeper things of life in Christ's time and in his own. The eschatology of Mark, the second phase of Christ's training of His disciples, is evidently for the purpose of fortifying them against the shock of His death.

We see, then, in the close comparison of Mark with the ideas of the primitive church, that Mark is written from the point of view of the early church, to explain the fundamental ideas of salvation, Messiahship and personal experience, by a writer who is interested in Christ, rather as the hero of a new religion, than as the feunder of a new type of thought.

SECOND LECTURE BY PROFESSOR ROPES.

Professor J. H. Ropes of Harvard spoke again to the students in Junior Bible, Wednesday evening, April 12, in College Hall Chapel. This time his subject was the "Messiahship of Jesus." He distinguished between the two views of Jesus' personality: (1) the religio-ethico, Jesus as a teacher of religion and ethics; (2) the apocalyptic, Jesus as the true and complete revelation of God to men—the Messiah. It is quite obvious that the early Christians accepted the second view without question. Our acceptance of it to-day depends upon our answer to two questions: (1) Was Jesus the Messiah? (2) Did Jesus believe Himself to be the Messiah? The first is a question of faith; the second, a question of fact. He began, therefore, with the second, the historical inquiry, and proved, from a study of the authentic sources, that Jesus did believe in His Messiahship. As Jesus believed this through insight, so our answer to the question of faith must come, not by intellectual argument, but through the inner processes of a "willing mind." In the acceptance or rejection of the Messiahship of Jesus, he said, is involved the whole question of the finality of the Christian religion, of the principles of Christianity as the foundation on which all progress and all religious development shall proceed.

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THE PLIMPTON EXHIBIT OF BOOK-PLATES.

The exhibition of book-plates, now in place in the Plimpton cases on the second floor of the Library, is intended to illustrate the development of the book-plate.

"In tracing the origin of book-plates the most plausible theory is that they grew from coats-of-arms that wealthy and well-born people caused to be stamped or illuminated on the various articles in their possession, to establish their right of ownership." (Blackwell, Book-plates, American Architect, Ju. 2d, 1909.)

There are shown, therefore, in the first case, illuminated manuscripts with the arms of the owner emblazoned on the first page, early printed books similarly adorned, books where the printer has placed an empty shield and one which the economical owner has filled in with ink.

Besides the first page or the title page the noble owner might place his arms on the outer cover stamped in gold. Examples of this treatment are seen in the second case. Worthy of note is a book, once the property of James I of England, while he was still James VI of Scotland, the arms, a lion rampant holding a fleur-de-lys between the letters J. R. Then come various examples of the ordinary armorial book-plate, English and continental.

In the north case are a number of English armorial book-plates, including royal, ecclesiastical and noble, kindly lent by Miss Brooks.

M. H. JACKSON.

ELECTIONS BY 1912.

The Class of 1912 in a meeting on Friday, April 14, made the following elections:

Senior Member of Student Government Advisory Board for 1911-12: Abby Brooks, 1912.

Business Manager of the COLLEGE NEWS and Magazine, Frances Gray, 1912.

Assistant Business Manager of the COLLEGE NEWS and Magazine: Dorothy Blodgett, 1912.

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LECTURE ON UNITY IN PAINTING.

On Wednesday afternoon, April twelfth, in College Hall Chapel, Miss Abbott, of the Art Department, delivered a lecture on "Unity in Painting," to the Freshman class. The lecture was illustrated with lantern slides of paintings of the old masters.

Whistler said that nature contained elements of color in all forms. But a painter cannot take nature as it is; he must select and arrange according to some design. Composition is the arrangement of lines, masses and color in some idea of structure; order is seen in the balance of parts, concentration on the main interest by subordination of all minor parts and harmonic relation of parts.

Balance of parts is obtained (1) by symmetrical balance or bilateral duplication; i. e., the division of the picture into two parts with the same general plan on both sides, but with different details on each side. This theory is illustrated in Raphael's "Discussion of the Nature of the Sacrament" and Michael Angelo's "Temptation and Fall of Adam and Eve." Balance of parts is obtained (2) by complementary adjustment or balance of size and extent; i. e., the division of the picture into two parts with the greatest interest on one side balanced by the greatest mass on the other side. This theory was illustrated by Veronese's "Madonna of the Concina Family" and several Japanese pen pictures.

Concentration on the main interest is obtained (1) by formal arrangement of line; (a) by placing the figure of chief interest on the axis and subordinating all parts, as in La Farge's "Ascension;" (b) by using the pyramidal form of line, as in Thayer's "Charity" and Raphael's "Sistine Madonna;" (2) by system of reinforcing lines or accelerating the movements of the eye in a given direction, as in Michael Angelo's drawing of the archers; (3) by distribution of masses of tone or color, which accent the principal part, as in Rembrandt's "Mill" and "Supper at Emmaus."

Harmony is obtained by the treatment of line, mass and color, as seen in Botticelli's "Birth of Venus," Corot's "Spring," and Tintoretto's "Marriage of Bacchus and Ariadne."

The last picture, Correggio's "Leda and the Swan," was an illustration of a general summary of all these principles:

"The painter strives for order, and hopes for beauty." "Freedom of art lies hid in a deep respect for law." "Beauty is a supreme instance of order, intuitively felt, and instinctively appreciated."

ALUMNÆ NOTES.

In addition to notes concerning graduates, the Alumnæ column will contain items of interest about members of the Faculty, past and present, and former students.

An informal reunion of 1902 was held in honor of Frances Hughes, at The Peacock, in Boston, April 12. The reunion took the shape of a dinner, at which sixteen members were present.

Miss Elizabeth Denio, of the German and Art Departments, 1876-1896, visited the college lately, after ten years' absence. More than fifty of her old friends greeted her at the observatory, at the invitation of Miss Whiting. Miss Denio is now Professor of the History of Art at Rochester University, Rochester, New York.

Miss Elizabeth Bass, 1903, Miss Ethel V. Z. Sullivan, 1905, and Miss Martha Hughes, 1906, have visited Wellesley recently.

Miss Louise Manning Hodgkins, of the English Language and Literature Department, 1877-1891, is on her way home, after spending the winter in Florida.

Miss Helen F. Cooke, 1896, is teaching English in the Classical High School, Worcester, Massachusetts.

Miss Anna I. Vinton, 1905-1907, is teacher of Domestic Science at Hampton Institute, Hampton, Virginia.

Miss Jessie E. Legg, 1906, is teaching English in the Emma Willard School, at Troy, New York.

Miss Ruth McGlasham, 1908, is teaching in the High School, Williamstown, Massachusetts.

Miss Mabel Dodd, 1909, is teaching in the Nelson-Dewey High School at Superior, Wisconsin.

Miss Maude B. Frantz, 1909, is teaching History and Arithmetic in the Vail-Dean School, Elizabeth, New Jersey.

Miss Martha M. Johonnot, 1910, is teaching the seventh grade in the Warren-street School, Ipswich, Massachusetts.

Miss Alice F. Morton, 1910, is assisting Miss Lucile Eaton Hill in her dancing work in Boston.

Miss Minnie McNelly, Department of Hygiene and Physical Education, 1910, is teaching in the Central High School, Baltimore, Maryland.

Miss Mary Susana Rogers, Department of Hygiene and Physical Education, 1910, is teaching in the Baldwin School, Bryn Mawr, Pennsylvania.

Miss Garetta Seger, Department of Hygiene and Physical Education, 1910, is teaching in the public schools, Detroit, Michigan.

WELLESLEY CLUBS.

The New Haven Wellesley Club had a luncheon at the Cafe Mellone, April 1, about twenty-five members being present. Mrs. Brownell Gage, (Helen R. Howe, 1895-1896), from Chang Chau, China, was the guest of honor, and told much of interest about life in China.

The second meeting of the Madison Wellesley Club was held, March 9, at the home of Mrs. Louis R. Head, (Esther Reed, 1886-1889).

ENGAGEMENTS.

Miss Jessie B. Goff, 1904, to Mr. Louis H. Talcott, Yale, 1902, of Rockville, Connecticut.

Miss Helena Butterbach, 1909, to Mr. James P. McCarron of New York City.

BIRTH.

January 8, 1911, in Buenos Ayres, Argentina, a daughter, Catherine Jane, to Mrs. Frank A. Storer, (Mabel S. Cole, 1908).

DEATHS.

February 15, 1911, in Eau Claire, Wisconsin, Mrs. J. J. Ingram, mother of Margaret M. Ingram, 1909.

April 10, 1911, Mrs. Annie Goodenow Willcox, mother of Miss Mary Alice Willcox, Professor of Zoology.

April 12, 1911, at La Grange, Illinois, Mrs. Martha Seymour Coman, mother of Miss Katharine Coman, Professor of Economics.

April 14, 1911, at Northfield, Massachusetts, Miss Sarah Evelyn Hall, 1879.

CHANGE OF ADDRESS.

Mrs. Winthrop N. Southworth, (Inez Mabel Southworth, 1902), 314 Safford Street, Wollaston, Massachusetts.